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ABSTRACT

Federal funds authorized under Title I of the Elementary and Secondary Education Act of 1965 and Title IV-A of the 1967 Amendments to the Social Security Act provided compensatory programs and family services. The English-Reading Activity under Title I consisted of intensive reading instruction and health-medical services for the lowest achievers. Title IV-A funds enabled the establishment of day care centers and extended day care centers for children of parents who met the qualifications. The Comprehensive Instructional Program, a locally funded special project, also served the school in the area of reading for grades four through six. All special programs operated in addition to the program under general funds, thereby serving a compensatory function. Classroom organization at Reynolds has been somewhat revised over previous years to accommodate the needs of the pupils. Last year's relatively ungraded arrangement separated pupils into two levels: primary, including kindergarten through third grade; and upper, including fourth through seventh grades. The staff, however, perceived that fourth grade pupils function best with other fourth graders, and this grade was made a level in itself for the 1972-73 school year. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 12 September, 1973

AN EFFECTIVE COMPENSATORY READING PROGRAM IN AN UNGRADED ORGANIZATION

I. P. REYNOLDS ELEMENTARY SCHOOL
1972-73

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I. INTRODUCTION

The instructional program at I. P. Reynolds Elementary School for 1972-73 pursued the philosophy and goals of the program of the previous year. The similar pupil populations and the relatively stable assignment of teachers permitted the process to be a continuing effort to satisfy the needs of the pupils. The extension of federal funds allowed the maintenance of special projects already integrated into the on-going program. New sources of federal funds authorized the addition of another facet of education to the school, day care for preschool-age children and extended day care for school-age children.

The report for Reynolds Elementary School for 1972-73 generally reiterates those needs and goals used as guidelines for the previous year. Objectives of the program have been altered to accommodate changes in evaluative instruments and to accumulate the most accurate data. The instructional and administrative organization were described with special attention to changes that have occurred since 1971-72. Guidelines for federal projects are outlined as described in the grant proposal with any variations in activities noted and described.

II. RATIONALE

The community served by I. P. Reynolds Elementary School is located in southeastern Atlanta and is known to the predominantly black population as Reynolds Town. Income levels are generally low and often supplemented by public assistance funds. Employed adults usually retain service occupations. Available housing consists mainly of two apartment complexes and rented single-family dwellings. Many of the children come from one-parent families, predominantly matriarchal.

Enrollment at Reynolds at the beginning of the school year included 257 pupils in kindergarten through seventh grade. Until the 1971-72 school year there was relatively little migration in and out of the school, as indicated by mobility indices of less than 20 for the previous three years. The mobility index rose to 29 in 1971-72 but decreased to 26 in 1972-73 indicating some stabilization. The transcripts of new students generally manifest lower achievement and poorer attendance than the permanent population of the school.

The teaching staff has remained relatively the same in the past few years and is exactly the same for the current year as it was in 1971-72. This fortunate stability allowed the staff to share insight into each child's ability and performance and thus to prepare highly individualized objectives for every child in the school. While individualizing academic instruction, teachers also attempted to group children with compatible personalities and to assign them to teachers with whom they felt comfortable.

Parent involvement was a very crucial element of the school program. Constant communication between the staff and parents promoted understanding and interest and encouraged volunteer help. A distinct effort on the part of principal and teachers to identify and clearly describe services that parents could contribute was made to encourage maximum participation. Interest and participation were fostered by new day care facilities provided by the school for the local community.

Federal funds authorized under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and Title IV-A of the 1967 Amendments to the Social Security Act provided compensatory programs and family services. The English-Reading Activity under Title I consisted of intensive reading instruction and health-medical services for the lowest achievers. Title IV-A funds enabled the establishment of day care centers and extended day care centers for children of parents who met the qualifications. The Comprehensive Instructional Program (CIP), a locally funded special project, also served the school in the area of reading for grades one through three and in the area of arithmetic for grades four through six. All special programs operated in addition to the program under general funds, thereby serving a compensatory function.

III. NEEDS

The needs of the pupils at Reynolds School had not changed considerably from the previous year. However, test results and increased experience with pupils caused the principal and faculty to cite additional needs to be dealt with during the 1972-73 school year.

Pupil needs identified last year and still meriting attention were:

A. To develop or improve basic reading skills, particularly those relating to reading comprehension.

B. To develop improved self-confidence.

C. To experience success in school activities.

D. To improve attendance habits, developing a positive attitude toward school.

E. To increase parental awareness of their children's school progress and how parents could assist their children.

Additional needs identified for attention this school year were:

F. To improve language arts skills.

G. To develop and apply skills in mathematics computation and concepts.

H. To improve peer relations.

Broadening the concept of educational responsibility, federal assistance made it possible for schools to respond to community needs for child care and development of improved child-rearing practices. Investigation of the child care needs of families in the Reynolds School community yielded the following needs:

I. Day care for preschool children of working, one-parent families.

J. After-school day care for school children, ages twelve years and under.

IV. GOALS OF THE PROGRAM

The following goals continued to serve the staff of Reynolds Elementary School as guidelines for the school program. Increased knowledge of pupil needs allowed new goals to be defined and existing goals to be broadened to better serve the needs of the pupils.

A. To provide an individualized nongraded instructional program to meet each child's needs and to enable him to progress according to his own abilities.

B. To enable every child to experience success and satisfaction in his learning activities.

C. To provide activities to develop reading skills, language arts, and arithmetic skills that will meet the individual objectives set for each child.

D. To provide opportunities for pupils to demonstrate responsibility in academic and extra-curricular activities.

E. To provide opportunities for pupils to interact with their peers in academic and non-academic activities.

F. To provide an atmosphere where children feel free to express themselves about their surroundings.

G. To provide opportunities for parents to become involved in both academic and enrichment activities in the school program.

H. To give special attention to the attendance patterns of pupils enrolling in the school during the course of the year so that regular attendance is immediately established.

In order to meet community needs for day care services, Reynolds School utilized Title IV-A funds to achieve the following goals:

I. To provide day care services for preschool children of families meeting specified requirements.

J. To provide a model center for other day care programs.

K. To accomplish the general objectives of Atlanta Public Schools' Curriculum Guide for Programs in Early Childhood Education.

L. To provide an extended day care program for school-age children that will complement the goals of the regular school program.

V. BEHAVIORAL OBJECTIVES

The following behavioral objectives have been defined as measurements of the accomplishments of stated goals for the general school program:

A. Eighty per cent of pupils in grades four through seven will improve their reading scores of April, 1972, by one year as measured by the Iowa Tests of Basic Skills to be administered in April, 1973.

B. Eighty per cent of pupils in grades four through seven will improve their arithmetic scores of April, 1972, by one year as measured by the Iowa Tests of Basic Skills to be administered in April, 1973.

C. Title I participants will achieve the program objective of one month's gain in reading for a month in the program as determined by the pre/post administration of the Metropolitan Achievement Tests.

D. Based on pre and post administration of the Self-Appraisal Inventory and the School Sentiment Index, pupils who have been identified as the most educationally deprived will show a statistically significant improvement in self-concept and attitude toward school.

E. As determined from sign-in sheets for volunteer aides, parents of one-fourth of the Title I participants will participate in the school program as tutors, grade mothers, aides, chaperones, and committee members.

F. By the close of the school year, pupils will be participating in a newly formed Student Council and organizing group activities for the student body.

G. The percentage of attendance for the entire school will be 90 per cent or better.

The objectives of the Title IV-A Child Day Care Program as stated in the proposal are:

A. Given the opportunity to participate in a twelve-month child development program, two-, three-, and four-year-old youngsters from low-income families will develop a positive self-image, oral language skills, and concept formation equivalent to or above age norms as measured by the rating scale developed by the Southern Regional Education Board (SREB, Ages 0-4) and/or Teacher Observation of Pupils Survey (TOPS).

B. The development and skills measured by Basecheck will be more developed upon kindergarten entrance for children with day care experience than for children with no group preschool experience. Basecheck measures self-concept, language, visual perception, auditory perception, and number concepts.

C. Given the opportunity to have day care services provided, the working, one-parent head of household will maintain employment or remain enrolled in a job-training program, preliminary to securing and maintaining employment. The parent will indicate the degree to which the day care service has been helpful by responding to a questionnaire to be developed.

VI. CRITICAL VARIABLES

The following critical variables have been identified as areas in which measurable change will be observed.

A. Reading Achievement (Grades 4-7)

1. Vocabulary

2. Comprehension

B. Arithmetic Skills

C. Reading Achievement (Title I Participants)

D. Self-Concept (Title I Participants)

1. Peer

2. Family

3. School

4. General

E. Parent Involvement

F. Student Council

G. Pupil Attendance

H. Development of Preschoolers in Day Care

1. Self-Concept

2. Oral Language Skills

3. Concept Formation

4. Visual Perception

5. Auditory Perception

6. Number Concepts

I. Parental Employment (Facilitated by Day Care).

VII. SUPPORTIVE PROGRAMS

Title I

The English-Reading Program under Title I provided compensatory education for the most educationally deprived pupils in the school. The primary objective of this activity was to improve the reading competencies of the most deprived pupils through tutorial and/or individualized instruction. By improving academic competencies, the program also aimed at improving the self-concept and attitude toward school of participants.

Forty-five pupils or approximately 16 per cent of the enrollment, in grades one through seven were selected to participate in the Title I program. Pupils were chosen on the basis of standardized achievement test scores from April of 1972. Diagnostic tests were administered at the start of the school year to place pupils according to their reading skills. Both Comprehensive Instructional Program diagnostic tests and the Ginn Inventory Survey were used for placement. Diagnostic tests were periodically administered throughout the year to continuously assess pupil progress.

One lead teacher and two teacher aides were employed at Reynolds School exclusively for the administration of the Title I program. The lead teacher coordinated the program, directed testing activities, assessed each participant's strengths and weaknesses, and prescribed activities to assist the pupils in improving their competencies. Furthermore, she provided inservice training for teacher aides and for teachers of the most educationally deprived, directed parent involvement activities and assisted participants in problems related to poor attendance and poor social adjustment. Teacher aides assisted pupils in their prescribed activities, tutored small groups and individuals, worked with the classroom teacher of Title I pupils, and generally assisted the lead teacher in Title I activities. An area supervisor under Title I served as a resource person.

Title IV-A

Atlanta's Child Day Care Program funded by Title IV-A of the 1967 Amendments to the Social Security Act was designed to fulfill a basic need of lower socio-economic areas -- free quality day care and after-school care for children of working low-income families. Title IV-A guidelines and limited funds restricted the services to children of working one-parent families receiving welfare. The total program provided services for approximately 2,200 children in forty centers. The Reynolds Day Center opened in February, 1973, and served 25 preschoolers in day care and 40 school-age children in after-school extended day care.

The staff which consisted of one lead teacher, two group leaders, and three aides used a curriculum patterned after the UEC curriculum presently being used and demonstrated in its entirety at the Cook Day Care Center. The children in the day care program who ranged in age from two to four years were evaluated daily on participation in the activities and degree of mastery of the skills being developed. The extended day program for school-age children consisted mainly of recreational activities and was administered by day care staff and parent and teacher volunteers.

Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) funded by the school system was designed to aide teachers with individualizing classroom instruction in reading for grades one through three and in math for grades four through six. Area resource personnel were available to give assistance and advice for reading and some funds were available for purchasing materials for math. Tests designed by CIP personnel were administered to pupils in grades one through three periodically in all schools to aid in individualizing reading instruction.

VIII. SCHOOL ORGANIZATION

Classroom organization at Reynolds has been somewhat revised over previous years to accommodate the needs of the pupils. Last year's relatively ungraded arrangement separated pupils into two levels: primary, including kindergarten through third grade; and upper, including fourth through seventh grades. The staff, however, perceived that fourth grade pupils function best with other fourth graders and this grade was made a level in itself for the 1972-73 school year.

The Reynolds staff comprised of a principal, a Title I lead teacher, a Title IV-A lead teacher, a librarian, nine classroom teachers, two Title IV-A group leaders, two Title I aides, three Title IV-A aides, one secretary, two custodians, one maid, and four cooks served approximately 272 pupils and the community. A listing of the staff members is in the Appendix. The ungraded arrangement and supplementary programs allowed the pupils to work with several staff members due to regrouping for the various subjects thus enhancing a unified school program where staff members and pupils were all familiar with each other.

Staff members attended many workshops and presentations during the year at Reynolds and elsewhere to better equip themselves for their work. Workshops were conducted at Reynolds by school and area resource staff on such subjects as social studies, math, language skills, music, art, science, testing, classroom management, and audio-visual aids available in the library. Staff members also viewed presentations made by the 3-M Company and Encyclopedia Brittanica and an introduction to George Cureton's Action-Reading program which was subsequently used in the Title I summer program. Inservice training provided the teaching staff with additional information and teaching techniques which were readily put to use in the classroom.

Another aspect of organization which aided in the smooth operation of the school program was planning. Teachers at Reynolds planned together the grouping patterns and curriculum prior to the 1972-73 school year and continuously made necessary revisions during the year. An ungraded, multiple regrouping stiutation was the result of and perpetrator of indepth assessment of pupil needs and perceptual planning by concerned staff members. An observation of Reynolds from an outside viewpoint reveals a unified school staff working together toward one goal -- helping pupils develop their cognitive, social, and psychomotor abilities.

In any given situation even one as smooth running and unified as Reynolds there are bound to be some problems. Those problems at Reynolds stem mainly from sources over which the school has no control such as receiving materials ordered, having equipment installed, and in one instance, ordering materials on extremely short notice as was the case with the Title IV-A day care center. Theft of audio-visual equipment proved to be somewhat of a problem during the year also since the school system has limited replacement funds. Another problem over which the school has little control but is of great concern, is the identification of educable mentally retarded (EMR) and trainable mentally retarded (TMR) children.

IX. PROCESS

The methods used by the teaching staff at Reynolds to effect pupil growth were numerous. All teachers continuously re-evaluated pupils' skills and grouped pupils needing development of similar skills together; thus, allowing pupils to progress according to their own abilities and to experience success among pupils working at the same level, particularly in the areas of reading and math.

Various levels of the Ginn Reading 360 series were used as basals for lower, middle, and upper groups of the first through third grades and the fourth grade. A combination of the Scott, Foresman Open Highways series and the Ginn Reading 360 series was used in the middle fifth through seventh grades. The teacher of the lower group of the fifth through seventh grades preferred not to use a basal series at all but rather various parts from several different sources such as Reading 360, Open Highways, Plus 4 Booster, and a lot of teacher-made materials. The upper group of the fifth through seventh grade pupils were taught from two Scott, Foresman series, Open Highways and Dimensions, and were involved in a lot of independent reading and research.

Primary level teachers used the C
instruments in addition to end-of-book
publishers. The Ginn Reading 360 In
used as diagnostic instruments in the
end of book level tests. Prior to place
were administered the Ginn Reading 3
if they could read, and end-of-book le
Ginn Reading 360 series if they could
to note that all the basals and diagnost
are skills oriented and; therefore, litt
by teachers in defining which skills ne
pupil even though more than one serie

The forty-four pupils participating
even more individualized instruction i
Any method that achieved the desired
activity the pupils did not like was pr
familiar games, Go Fishing and Bingo,
added were very much enjoyed by the
well on learning to read stories they th
the Title I staff members. Sight words
enjoyably learned when used in contex
The Open Highways series was used fo
and the Plus 4 Booster for the upper g
lead teacher used the Specific Skills Se
skills to the fourth grade. Positive rei
per page of seventy-five sight words le
progress proved an effective enticemen
did not like the stylized Talking Alpha
designed; therefore, it was not used.

The twenty participants in the Titl
with George Cureton's Action-Reading
enthusiastic about it. The results of th
not been analyzed yet but all indication
Several teachers have indicated a desir
Reading Program into the regular scho
The main drawback to this, as with all
of basals, is the problem incurred in u
The Cureton program depends primaril
enthusiasm since it is what the name sa
jumping, moving around, and shouting
teacher.

In addition to varying methods of te
skills, varying techniques of grouping
staff. All participants came to the read
work with a staff member individually,

tests as diagnostic reading
vel tests provided by the
l Screening Tests were
per grades in addition to
nt, pupils new to the school
Initial Screening Tests
l one and two tests in the
t read. It is interesting
instruments mentioned
difficulty was incurred
ded developing for each
was used.

n the Title I program received
developing deficient skills.
sults was used and any
ptly dropped. Two old
vith an educational element
articipants. They also worked
mselves had dictated to
were more easily and more
in the pupil's own sentences.
the Primary Title I participants
de level participants. The
ies to teach comprehension
forcement such as a quarter
rned and candy for good
for learning. The pupils
et even though it is well

I summer program worked
rogram and were extremely
summer program have
are that it was very effective.
to incorporate the Action-
l program during 1973-74.
rograms using a variety
ing a variety of key words.
for success on teacher
s, "action," with a lot of
on the part of pupils and

aching used to enhance pupil
were used by the Title I
ng resource room daily to
or in groups, or to work

independently with the Plus Four Booster or other materials under a staff member's supervision. Each of the two aides also worked in the regular classroom setting with Title I participants while other participants were being helped in the reading resource room.

Children considered to be educable mentally retarded (EMR) were not included in the Title I program but were helped in the EMR resource room by a teacher especially trained to teach retarded children. Children identified as EMR by the school psychologists or thought to be EMR by the teachers came to the EMR resource room daily for special help then returned to their classroom to work on a program designed by the classroom and EMR teachers. The school has experienced a major problem in getting children thought to be retarded tested by school psychologists to actually determine the degree of retardation if any. It is difficult for teachers essentially untrained in psychology to distinguish among retardation, emotional problems, and shyness in children slow to learn.

Language masters, cassette recorders, and other audio-visual aids used in the reading resource room, the EMR resource room, and the regular classrooms were available in the school library. The school librarian also ordered all supplementary materials suggested in the teachers' manuals of the various basals and other supplementary materials the teachers requested for teaching reading and other subjects.

Another teaching aid at Reynolds was the volunteer tutor program of the Baptist Stewart Center. Each of the six volunteer tutors worked in the school for one hour a week with from two to four pupils each in math or reading. Seven Title I and two non-Title I pupils were tutored in reading and two Title I and two non-Title I pupils were tutored in math.

Parent volunteers were also encouraged to help in the school program by performing such tasks as tutoring, helping with field trips, giving aid to teachers in the classrooms, and preparing for a special project such as a PTA program or a Halloween carnival.

The pupils also assumed responsibility to help with the special projects and especially to give assistance when needed to teachers and other pupils. The example of teachers working together in coordinating the ungraded organization influenced the pupils giving an overall atmosphere of togetherness obvious to an outside observer. The pupils with the help of a faculty adviser formed a student government and held a school-wide meeting in the auditorium where each candidate stated his or her platform after which an election was held. Some of the projects sponsored by the student government were a suggestion

box for the school, a dance, and a student-teacher exchange where the pupils taking over as teachers performed all the teachers' duties including disciplining. Other activities promoted by the school faculty to enhance each pupil's self-image included such things as a "Happy Gathering" game where each pupil in a circle said one nice thing about the pupil standing in the center of the circle and pupil-made booklets with their likes, dislikes, and pictures of themselves and their homes. The Title IV-A Day Care staff members worked on developing the two-, three-, and four-year-old children's self-concept as well as their cognitive skills. During the summer as during the year, the school-age pupils at Reynolds who qualified for the Title IV-A extended day care program pursued their individual interests through a number of athletic and crafts recreational activities. During the regular school year, the Title IV-A staff was assisted by volunteer help and during the summer the program was combined with the city recreation program which provided much more manpower materials and equipment than was ordinarily available including a swimming pool and lifeguard on the school grounds.

X. EVALUATION INSTRUMENTS

The following tests and inventories were used to determine the progress of the pupils at Reynolds:

A. The Iowa Tests of Basic Skills (ITBS) was administered system wide in April, 1973, to all pupils in grades one through seven.

B. The Self-Appraisal Inventory (SAI), an instrument designed to assess the pupil's self-concept along the following four dimensions: (1) peer, (2) family, (3) school, and (4) general, was administered in the fall and spring to all Title I participants.

C. The Metropolitan Achievement Tests (MAT) was administered to all Title I participants in the fall and spring of 1972-73.

XI. FINDINGS

Evaluation of the program at I. P. Reynolds for the 1972-73 school year included analysis of the progress made toward specific objectives of the school as a whole and of the special projects.

Evaluation of Behavioral Objectives

A. & B. Eighty per cent of pupils in grades four through seven will improve their reading and arithmetic scores of April, 1972, by one year as measured by the Iowa Tests of Basic Skills (ITBS) to be administered in April, 1973.

These objectives were based on the comparison of Metropolitan Achievement Tests (MAT) scores of April, 1972, to the ITBS scores of April, 1973. This comparison was to have been made possible through the use of conversion scores being developed by an independent organization. As it happened, the use of conversion scores was not possible so the progress made by pupils at I. P. Reynolds is reported here in terms of Predicted Achievement Index and National Norm Index. The Predicted Achievement Index is a comparison of the actual average scores from the ITBS given in April, 1973, to the predicted average scores derived from a linear multiple step-wise regression applied to several factors including: MAT average reading and math scores of April, 1972; per cent of paid lunches; stability index; per cent of attendance; pupil teacher ratio; and per cent of pupils passing. The National Norm Index is a comparison of the actual average April, 1973, ITBS scores to the national norm.

Pupils in the fourth, fifth, sixth, and seventh grade levels at Reynolds had Predicted Achievement Indexes in reading of 129, 106, 96, and 110, respectively as shown in Table 1. The indication is, therefore, that the pupils not only progressed beyond the amount predicted but advanced toward the national norm where there is room for improvement with National Norm Indexes in grades four through seven of 85, 75, 67, and 73, respectively.

Predicted Achievement Indexes in mathematics for grades four through seven of 109, 106, 112, and 108 show improvement in math for all four grades beyond what was predicted. National Norm Indexes in math of 77, 81, 85, and 77 for the fourth through seventh grades indicate that the performance of the pupils was slightly closer to the national norm in math than in reading in all but the fourth grade.

TABLE 1

COMPARISON OF ACTUAL SCORES FROM THE IOWA TESTS OF BASIC SKILLS, APRIL, 1973, TO PREDICTED SCORES AND NATIONAL NORMS

	Grade Equivalent Score			Summary Indices	
Grade	Actual	Predicted	National Norm	Predicted Achievement Index	National Norm Index
			Reading Test Data		
2	1.6	1.8	2.7	88	58
3	2.4	2.3	3.8	105	63
4	4.0	3.1	4.7	129	85
5	4.3	4.0	5.7	106	75
6	4.5	4.7	6.7	96	67
7	5.6	5.0	7.6	110	73
			AVERAGE	105	70
			Mathematics Test Data		
2	1.9	1.9	2.6	98	73
3	2.6	2.4	3.7	106	70
4	3.6	3.3	4.7	109	77
5	4.6	4.3	5.6	106	81
6	5.7	5.0	6.6	112	85
7	5.9	5.4	7.6	108	77
			AVERAGE	106	77
			Composite Test Data		
2	1.9	2.0	2.6	97	71
3	2.8	2.5	3.7	113	75
4	3.8	3.3	4.7	115	81
5	4.6	4.3	5.7	107	80
6	5.4	4.9	6.7	110	81
7	5.6	5.3	7.6	104	73
			AVERAGE	107	76

The higher National Norm Index for the fourth grade in reading is not surprising considering the phenomenal thirteen month average gain in reading made by the thirty-three fourth grade pupils who took both the pre and post ITBS as opposed to the five month gain in math and nine month gain on the composite of all subtests (Table 2). The fourth grade was the only grade level in elementary school to be given both pre and post tests.

TABLE 2

FOURTH GRADE MATCHED SCORES FROM THE PRE /POST ADMINISTRATION DURING 1972-73 OF THE IOWA TESTS OF BASIC SKILLS

	Average Grade Equivalent (N = 33)		
Matched Scores	Reading	Math	Composite
Pre	3.0	3.3	3.1
Post	4.3	3.8	4.0
Gain in Months	13	5	9

C. Title I participants will achieve the program objective of one month's gain in reading for a month in the program as shown by the pre/post administration of the Metropolitan Achievement Tests (MAT).

The figures in Table 3 show an average gain of ten months in Word Knowledge and nine months in Reading from the pre/post administration of the Metropolitan Achievement Tests (MAT) over a seven month period. The 1972-73 Title I program was obviously very effective in raising the level of achievement for the thirty-three participants who took both the pre and post tests and, thus, achieving the program objective. The program appears to have been particularly effective in raising the Word Knowledge achievement level for the upper level Title I participants and in raising the Reading achievement level for the fourth grade. The entire fourth grade, however, made remarkable gains in reading as noted before from the ITBS so the high achievement trend for this grade level reached even the lowest

TABLE 3

METROPOLITAN ACHIEVEMENT TESTS PRE, POST, AND GAIN SCORES FOR THIRTY-THREE TITLE I PARTICIPANTS AND THE PERCENTAGE OF PARTICIPANTS MAKING ONE MONTH'S GAIN FOR A MONTH IN THE PROGRAM

		Metropolitan Achievement Tests Matched Scores									
		Word Knowledge					Reading				
					Month's Gain for Month in Program					Month's Gain for Month in Program	
Grade Level	N	Pre (G.E.)	Post (G.E.)	Gain (Months)	N	Per Cent	Pre (G.E.)	Post (G.E.)	Gain (Months)	N	Per Cent
Primary	12	1.7	2.4	7	7	58	1.5	2.2	7	7	58
Fourth	8	2.1	2.9	8	5	63	1.8	3.0	12	6	75
Upper	13	2.4	3.8	14	10	77	2.9	3.8	9	8	62
Average Gain for Grades 2-7*	33			10	22	67			9	21	64

*The two first grade participants are not included in these figures due to the MRT given as a pretest.

achievers. It is interesting to note that the he number of pupils making the expected seven months' gain for seven n months in the program ranged from a low of 58 per cent for primar ary level pupils to a high of 75 per cent for fourth grade pupils with h 62 per cent of the upper level pupils making the expected gain. Th he total Title I program had an average of 64 per cent of the partici cipants making the expected gain in reading and an average gain per pupil of nine months, two months above the expected.

A comparison of the achievement patter ern of eighteen 1972-73 Title I participants while participating in t the program and the year before (1971-72) reveals a much higher ac chievement level during 1972-73 as shown in Table 4. The number r of months gained as indicated by the Metropolitan Achievement Tests incr creased from two to seven in Word Knowledge and from minus one to n nine in Reading for increases of five and ten months respectively. This s change in growth pattern is a significant indicator of the positive impact of an effective Title I program.

D. Based on pre and post administration of the Self-Appraisal Inventory, pupils who have been identified as the most educationally deprived will show an improvement in self-concept and attitude toward school.

Differences in the percentages of favorable responses between the pre and post scores of the Self-Appraisal Inventory for the primary and upper level Title I participants were positive in the total test and in all categories except Family for the primary level pupils where the difference was negative (Table 5). The primary level pupils had a particularly positive change in attitude toward school, however, with a difference of 12.6 percentage points. The scores of the upper level Title I participants indicate the most change occurred in their attitudes toward Family with a 12.8 percentage point difference and in General with a 9.1 percentage point difference. The objective of the Title I program to effect a positive change in self-concept and attitude toward school was apparently achieved in the primary and upper levels.

The fourth grade level was administered two different levels of the Self-Appraisal Inventory and, therefore, no differences in percentages of positive responses were calculated. The one major point of interest from the administration of the two levels of the test was that the fourth grade pupils were much more agreeable to taking the lower level test than the upper level test as indicated by the more positive responses on the lower level test in all categories except Family which has very few items. Since the test items are very similar in both the levels, the one conceivable difference may lie in the answer sheets, pictures instead of numbers on the lower level answer sheet. This is an interesting observation and an indication that perhaps the lower level test would draw better response from fourth grade pupils.

TABLE 4

COMPARISON OF METROPOLITAN ACHIEVEMENT TESTS WORD KNOWLEDGE AND READING MEAN GAINS MADE IN 1971-72 AND 1972-73 BY EIGHTEEN 1972-73 TITLE I PARTICIPANTS

	Mean Gain in Months (N = 18)	
	Word Knowledge	Reading
1972-73 Scores (Made While Participating in 1972-73 Title I Program)	7	9
1971-72 Scores	2	-1
Increase in Number of Months Gained as Indicated by Tests	5	10

TABLE 5

PERCENTAGES OF FAVORABLE RESPONSES ON THE SELF-APPRAISAL INVENTORY FOR PRIMARY, FOURTH, AND UPPER LEVEL TITLE I PARTICIPANTS IN THE FALL AND SPRING OF 1972-73

		N	Peer	Family	School	General	Total
Primary	Pre	16	60.1	59.4	63.0	71.5	63.4
	Post	14	66.5	52.4	75.6	79.4	70.0
	Gain		6.4	-7.0	12.6	7.9	6.6
Fourth*	Pre	8	57.7	39.6	72.9	82.8	64.7
	Post	5	53.0	64.0	56.0	70.0	60.7
Upper	Pre	16	55.3	64.7	55.0	60.9	59.0
	Post	10	57.0	77.5	60.0	70.0	66.1
	Gain		1.7	12.8	5.0	9.1	7.1

*The fourth grade pupils were given the Primary Level (approximately grades K-3) in the fall and the intermediate level (approximately grades 4-6) in the spring; therefore, no gain was calculated for this grade level.

E. As determined from sign-in sheets for volunteer aides, parents of one-fourth of the Title I participants will participate in the school program as tutors, grade mothers, aides, chaperones, and committee members.

According to sign-in sheets and information from teachers, the parents of more than eleven (one-fourth) of the Title I pupils participated in school activities. Exact information as to the total number of parents who participated in school activities could not be readily determined due to the diversity of activities and large number of persons involved. Some parents participated in a number of in-school activities and some worked at home on activities such as tutoring or making costumes for a play. Parent involvement was considered to have been successful by the Title I staff and other faculty members.

F. By the close of the school year, pupils will be participating in a newly formed Student Council and organizing group activities for the student body.

The Student Council was formed and several activities were sponsored by the council. Projects organized by the Student Council during the 1972-73 school year included a suggestion box, a dance, and a student-teacher exchange.

G. The percentage of attendance for the entire school will be 90 per cent or better.

The attendance pattern for the year 1972-73 as seen in Table 6 established that the percentage of attendance for each month exceeded the objective of 90 per cent attendance. The figures also reveal that attendance was up over last year in seven out of nine months. The principal and school faculty attribute the majority of the increase in attendance to the breakfast program. Apparently the promise of a good hot breakfast was an encouragement to come to school even on the extremely cold days of January when attendance was up by six percentage points over the same period the year before. Whatever the reason, attendance did increase by 2.1 percentage points for 1972-73 over 1971-72 and advantage was made of it as evidenced by the Predicted Achievement Indexes.

The progress made toward the achievement of the Title IV-A Child Day Care Program will not be examined here due to the late opening of the Reynolds Day Care Center. The Southern Regional Education Board (SREB) rating scale, the Basecheck and the Parent Questionnaire mentioned in the objectives as evaluation instruments will be administered in late September, 1973, and the results of these instruments will be reported in a later publication, the "Evaluation of the Title IV-A Child Day Care Program," as well as in the 1973-74 Reynolds School report.

TABLE 6

ATTENDANCE PATTERN BY MONTH AND YEAR
FOR SCHOOL YEARS 1971-72 AND 1972-73

Month	School Year 1971-72	School Year 1972-73	Difference
September	94	96	+2
October	94	94	0
November	92	92	0
December	89	91	+2
January	86	92	+6
February	90	93	+3
March	91	95	+4
April	92	93	+1
May	91	93	+2
Year	91.0	93.1	+2.1

XII. COST ANALYSIS

An attempt has been made to relate the composite Predicted Achievement Indexes (Table 1) to the amounts expended in general and compensatory funds. This relation took the form of a projection of the amount of funds necessary to achieve one unit of the Predicted Achievement Index and was determined by dividing the yearly per pupil expenditures by the Predicted Achievement Indexes for grades two through seven (Table 7). Expenditures were obtained from the General Funds Financial Report for June 30, 1973, and the Trust and Agency Report for June 30, 1973. Both general and compensatory funds were used as a basis for the projections with further categorization into salary and nonsalary items.

Compensatory and CIP funds were divided among the grades receiving the benefit from the programs. There was little variance in the total per pupil expenditures for grades one through seven. The large expenditure for Pre-K was for the Day Care Center. The only grade level essentially left out of all extra funds was the kindergarten which received the benefit of only the Title IV-A extended day program. Costs per unit of Predicted Achievement Index ranged from a low of $8.11 in the fourth grade level to a high of $9.62 in the second grade level, a difference of only $1.51, for an average cost for grades two through seven of $8.61.

TABLE 7

COST ANALYSIS
AVERAGE DAILY ATTENDANCE
(PRE-K -- 7 = 266)

	Grades									
	Pre-K	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
Average Daily Attendance	25	22	30	26	34	39	26	34	30	29
Per Pupil Cost										
A. General Funds										
1. Regular Funds										
a. Salary	$ 600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32
b. Nonsalary	67.52	67.52	67.52	67.52	67.52	67.52	67.52	67.52	67.52	67.52
c. Total	$ 667.84	$667.84	$667.84	$667.84	$667.84	$667.84	$667.84	$667.84	$667.84	$667.84
2. CIP										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	4.43	4.43	4.43	4.43	-0-	-0-	-0-	2.15
c. Total	$ -0-	$ -0-	$ 4.43	$ 4.43	$ 4.43	$ 4.43	$ -0-	$ -0-	$ -0-	$ 2.15
3. Total General Funds										
a. Salary	$ 600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32	$600.32
b. Nonsalary	67.52	67.52	71.95	71.95	71.95	71.95	67.52	67.52	67.52	69.67
c. Total General Funds	$ 667.84	$667.84	$672.27	$672.27	$672.27	$672.27	$667.84	$667.84	$667.84	$669.99
B. Special Funds										
1. Title I										
a. Salary	$ -0-	$ -0-	$ 90.32	$ 90.32	$ 90.32	$ 90.32	$ 90.32	$ 90.32	$ 90.32	$ 74.36
b. Nonsalary	-0-	-0-	2.03	2.03	2.03	2.03	2.03	2.03	2.03	1.67
c. Total	$ -0-	$ -0-	$ 92.35	$ 92.35	$ 92.35	$ 92.35	$ 92.35	$ 92.35	$ 92.35	$ 76.03
2. Title IV-A										
a. Salary	$ 780.72	$161.99	$161.99	$161.99	$161.99	$161.99	$161.99	$161.99	$161.99	$220.15
b. Nonsalary	32.16	6.67	6.67	6.67	6.67	6.67	6.67	6.67	6.67	9.07
c. Total	$ 812.88	$168.66	$168.66	$168.66	$168.66	$168.66	$168.66	$168.66	$168.66	$229.22
3. Total Special Funds										
a. Salary	$ 780.72	$161.99	$252.31	$252.31	$252.31	$252.31	$252.31	$252.31	$252.31	$294.51
b. Nonsalary	32.16	6.67	8.69	8.69	8.69	8.69	8.69	8.69	8.69	10.74
c. Total	$ 812.88	$168.66	$261.00	$261.00	$261.00	$261.00	$261.00	$261.00	$261.00	$305.25
C. Total Per Pupil Cost										
1. Salary	$1,381.04	$762.31	$852.63	$852.63	$852.63	$852.63	$852.63	$852.63	$852.63	$894.83
2. Nonsalary	99.68	74.19	80.64	80.64	80.64	80.64	76.21	76.21	76.21	80.41
3. Total	$1,480.72	$836.50	$933.27	$933.27	$933.27	$933.27	$928.84	$928.84	$928.84	$975.24
Predicted Achievement Index	$ ---	$ ---	$ ---	97	113	115	107	110	104	107
Cost Per Unit of Predicted Achievement Index										
A. General Funds	$ ---	$ ---	$ ---	$ 6.93	$ 5.95	$ 5.84	$ 6.24	$ 6.07	$ 6.42	$ 6.20
B. Special Funds	---	---	---	2.69	2.31	2.27	2.44	2.37	2.51	2.41
C. Total	$ ---	$ ---	$ ---	$ 9.62	$ 8.26	$ 8.11	$ 8.68	$ 8.44	$ 8.93	$ 8.61

XIII. CONCLUSIONS

Conclusions made herein are based on data reported in previous sections and information received from the principal and the faculty of I. P. Reynolds Elementary School.

A. Pupils in the fourth, fifth, sixth, and seventh grade levels progressed beyond the amounts predicted for reading and advanced toward the national norm where there is room for improvement.

B. Pupils in grades four through seven progressed beyond the amount predicted for math and advanced closer to the national norm in math than in reading.

C. The fourth grade pupils made a phenomenal thirteen month gain in reading and a nine month gain on the composite in the seven months between the pre/post administration of the ITBS.

D. The total Title I program had an average of 64 per cent of the participants making the expected gain in reading and an average gain per pupil of nine months, two months above the expected gain.

E. The change in achievement pattern of eighteen 1972-73 Title I participants from the 1971-72 to the 1972-73 pre/post Metropolitan Achievement Tests gain scores is a significant indicator of the positive inpact of an effective Title I program.

F. The objective of the Title I program to effect a positive change in self-concept and attitude toward school was achieved in the primary and upper levels.

G. The more positive response on the lower level Self-Appraisal Inventory (SAI) given the fourth grade pupils in the fall as opposed to the less positive response on the upper level SAI given in the spring is an indication that the lower level SAI might draw better response from fourth grade pupils.

H. Parent involvement was considered to have been successful by the Title I staff and other faculty members.

I. The student council was formed and sponsored several activities.

J. The percentage of attendance for each month of the 1972-73 school year exceeded the objective of 90 per cent.

K. Attendance increased for the 1972-73 school year by 2.1 percentage points over the previous year.

XIV. RECOMMENDATIONS

The following recommendations are made in consideration of the stated goals of Reynolds Elementary School.

A. The school faculty should continue to provide an individualized ungraded program designed to meet each child's needs.

B. A concentrated effort should be made to bring up the achievement level of the second grade.

C. Faculty members should continue their efforts to get all children thought to be somewhat retarded tested by school psychologists and work with the children so that they might achieve at their highest possible level.

The principal and faculty of I. P. Reynolds Elementary School have made a concerted effort to individualize basic reading and mathematics instruction for pupils in their school. This effort has required the unselfishly given time and cooperation of the entire staff. Their willingness and dedication to their pupils deserve appreciation and commendation.

The progress in achievement during FY73 was significant. The faculty is urged to continue its well-defined efforts and to make known to other schools, the techniques which it has found to be successful. Congratulations to the staff, parents, and pupils for their wholesome spirit, hard work, dedication, and results obtained.

APPENDIX

Reynolds Faculty

Mrs. Ozzie B. Quarterman, Principal
Mrs. Marie Saxon, Librarian
Mrs. Barbara Brown, Primary Level Teacher
Mrs. Johnnie Clark, Fourth Grade Teacher
Mrs. Louise Cox, Kindergarten Teacher
Miss Carol Dunaway, EMR Teacher
Miss Donna Loper, Primary Level Teacher
Mrs. Gail McBride, Primary Level Teacher
Miss Mabel Murphy, Upper Level Teacher
Mr. Robert Smith, Upper Level Teacher
Mrs. Shirley Weaks, Upper Level Teacher
Mrs. Mary Wright, Upper Level Teacher
Mrs. Mary Mabry, Title I Lead Teacher
Mrs. Sylvia Gordon, Title I Aide
Mrs. Grace Stodghill, Title I Aide
Mrs. Yvonne Hogans, Title IV-A Lead Teacher
Mrs. Narlene Barnett, Title IV-A Group Leader
Miss Jeanné Brown, Title IV-A Group Leader
Mrs. Annie Lee Benson, Title IV-A Aide
Mrs. Alice Birdsong, Title IV-A Aide
Mrs. Bernice Bloodsoe, Title IV-A Aide
Mrs. Jean Wiley, School Secretary
Mrs. Frankie Lark, Cafeteria Manager
Mrs. Lydia Brooks, Cook
Mrs. Shirley Jones, Cook
Mrs. Gladys Reid, Cook
Mrs. Addie Williams, Cook
Mr. Raymond Byner, Custodian
Mrs. Eddie Lee Jackson, Maid